



Participation Criteria for the Rhode Island Alternate Assessment ✧ Instructions for IEP Teams ✧

Revised June, 2011

State law requires all children attending public schools to participate in the state uniform achievement testing program (RIGL 16-22-9). A student's Individualized Education Program (IEP) team, which includes the parent/guardian, determines on an individual basis how a child with an IEP participates in state assessment. This determination must be made at every *annual* IEP review. Student participation decisions must be made by September 15th of each school year to ensure that the student participates in the state assessment system in the most meaningful and appropriate manner. If the IEP team determines that Rhode Island's general assessment, the New England Common Assessment Program (NECAP) even if provided accommodations, may not be the most appropriate means of assessment for a particular child, the IEP team must discuss the participation criteria, listed below, for the Rhode Island Alternate Assessment (RIAA).

The RIAA is the assessment for students with a significant intellectual disability and measures student achievement based on alternate academic achievement standards. Students eligible for special education services under any of the thirteen disabilities categories identified by IDEA may participate in the RIAA if they have a significant intellectual disability and meet all participation criteria. Students who meet the participation criteria for the RIAA will be assessed in grades 2-8, 10 and 11.

To determine that a student should participate in the RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision making factors. Only those students who meet *all* criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the NECAP general assessment. The team may refer to the NECAP accommodations manual <http://www.ride.ri.gov/assessment/Altassessment.aspx> for further information in this area. IEP teams must document assessment decisions annually on the IEP form and attach this participation criteria form to the student's IEP.

In accordance with Title I regulations, the IEP team must inform the parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards and also, of any other state or local policies that may have implications for the student's education that result from taking such an assessment. A notable implication for students participating in the RIAA is that they will not achieve the required expectations for a diploma upon graduation. Local Education Agencies (LEAs) must inform all parents about the district's diploma requirements including students and parents participating in the RIAA.

The Board of Regents established minimum requirements for receiving a diploma to begin with the graduating class of 2014. These requirements include an academic achievement measure from the state assessments that are based on grade level expectations. Parents must know that the RIAA does not meet this requirement because it is based on alternate academic achievement standards. While their child will not receive a diploma, the student is eligible for participation in graduation ceremonies just as any other student. It is important to remember that, as always, the paramount goal of the IEP, the alternate achievement standards, and the RIAA is to promote the highest and most appropriate academic education for a child, at the most appropriate instructional level, in order to ensure as much learning and acquisition of academic skills as possible.

Additional information and guidance is forthcoming regarding how the RIAA results may be incorporated into such graduation decisions and what credentials a student participating in RIAA may earn. When such guidance becomes available, it will be widely distributed and available on the RIDE website.

Participation Criteria for the Rhode Island Alternate Assessment

Student Name _____ DOB _____

State Assigned Student ID (SASID): 1000-_____ IEP Date _____

PARTICIPATION CRITERIA

YES	CRITERIA	NO	DOCUMENTATION <i>(must be provided for each criteria)</i>
	Student has a disability that significantly impacts cognitive function and adaptive behavior		
	The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, includes academic skills and short-term objectives/benchmarks.		
	The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.		

TEAM DECISIONS

YES	FACTOR	NO
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student has an IEP.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student's instructional reading level is below grade level expectations.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student is not expected to perform well on state assessment.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student is expected to experience distress under testing conditions.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student has excessive or extended absences.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

ASSURANCE: The IEP Team has informed the parent(s) or guardian(s) of the implications of their child's participation in the RIAA, namely that:

1. their child's achievement will be measured based on alternate academic achievement standards;
2. beginning with the 2014 graduating class, the RIAA cannot be used to meet the state assessment requirement for receiving a diploma since the RIAA is based on alternate grade level and grade span expectations (L-6-3.3; *Guidance for 2011 Secondary Regulations*, p. 16). Additional guidance regarding certificates/diplomas for students taking the RIAA is forthcoming.
3. they have been informed of any other implications, including any effects of local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

Signature of LEA Representative _____ Date _____